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MEMORANDUM FOR: Director of Training

SUBJECT: Instruction Concerning Communism and Related Subjects

1. There seems to be general agreement that our Communism curriculum and arrangements for handling it need review and revision. Present courses are recognized to be good and they have served their purposes well, but the feeling grows that there are elements of duplication which should be eliminated; that additional offerings are needed; and that we might make more effective use of our very considerable instructor capability. After discussion among members of the Basic and Intelligence Schools, I submit the following observations.

2. Consideration of a training curriculum should start with some premises and be based on a definition of needs. There appears to have been no systematic analysis of the full range of needs in CIA for training concerning Communism and Communist Party operations, but as requirements became apparent courses were arranged, and modified with experience. This method has worked well, and has provided experience upon which, in the absence of more precise and agreed-upon definitions, we can now rest some conclusions as to needs. These seem to be basic:

a. Communism and Communist Party operations will continue to be the major threat to the security of the United States and to the interests of the free world.

b. Two broad types of training are needed by Agency personnel in fields of Communism and Communist Party operations: informational and operational.

c. Informational training, the purpose of which is to acquaint the student with the background, theory, and practice of the Communist threat, is needed at several levels.

(1) The first is basic familiarization for all. Agency personnel who have to do with intelligence, whether on the operational side, in the production of intelligence, or in support of intelligence activities, should understand the nature and extent of the Communist threat, and they should understand the ideas and positive reasoning which provide a counter against it and give validity to the Agency's activities.

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(2) More substantial training is needed for professional personnel engaged in intelligence collection, production, and certain types of executive action. Such training, going beyond initial indoctrination in Communist purposes, scope and methods, is still at the informational level, providing job background for a variety of intelligence officers. It is needed and should be offered in more than one form:

(a) For many professional employees of all components, a thorough coverage of Communist Party structure, strategy and tactics, with attention to the power center of Communism, the USSR.

(b) For the fewer yet considerable number of intelligence officers who need to go more deeply into the subject and require specific information on current developments, an area by area survey of current manifestations of World Communism, covering local variations in strategy, tactics, personalities; capabilities and vulnerabilities; probable courses of action; etc.

(c) For detailed treatment of particular problems of World Communism, advanced and specialized seminars on special subjects.

d. Operational training, the purpose of which is to develop specific understandings, skills and techniques required for clandestine activities directed against Communist targets, is also needed at more than one level.

(1) Training in the techniques, peculiarities, resources and limitations of operating against varying Communist targets, from the FI, PP and CI points of view.

(2) Advanced and specialized training on special subjects; tutorial training; and training for foreign nationals wherever required.

e. As an integral part of these needed types of training, particularly on the informational side, appropriate treatment is needed of counter-Communist ideas, facts and values--to develop and maintain a sound perspective on World Communism, on the free world's challenges to it, and on the role and purposes of the Agency.

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3. If there can be agreement on this general statement of needs, then we have a measure against which to check the present curriculum. Our present offerings, aside from occasional special projects, consist of the Introduction to Communism and the USSR contained in the BOC; the course on World Communism; and the Anti-Communist Operations course. The BOC coverage, running seven class days, includes eight hours of discussion on the American Thesis and thus presents to this extent the other side of the ideological picture. The four-week CWC includes a repetition of the Communism instruction in the BOC, and offers two lectures on non- or counter-Communist material: an introductory, stage-setting discussion on "Political Concepts of the Twentieth Century," and one on "Common Ideas and Values of the Free World - The Challenge to World Communism." The ACO concentrates on problems of planning, supervising, and conducting clandestine operations against Communist parties, organizations, and individuals. Good though these offerings are, these weaknesses are apparent:

- a. There is duplication and overlap between the BCC and CWC.
- b. There is a need, not now being met, for greater scope and intensity of training in Communist theory, strategy and tactics at the first level of professional training beyond the BOC. In other words, the BOC does not go far enough, and CWC goes further than is necessary, for many employees.
- c. Beyond the BOC, treatment of counter-Communist ideas and values is inadequate.
- d. No provision exists for advanced and specialized training on specific problems.
- e. No one person is responsible for the assessment on a continuing basis of training needs and offerings.

4. There will be a number of ideas about the nature of a suitable curriculum, and final decisions undoubtedly will rest on a consensus of opinion. However, the following elements are suggested:

- a. The introduction to Communism and the USSR, with treatment of the American Thesis, should continue to be a part of Basic Orientation. The present coverage could be modified somewhat in both content and duration to relate it to subsequent phases of training.

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b. A second course at an intermediate level should be developed, perhaps two weeks or 80 hours in duration, which would in effect take up where the BOC leaves off, and supply additional and more detailed coverage of Communist strategy and tactics and the Soviet Bloc. It should include some treatment of current political, economic, and social concepts, supplementary to the American Thesis coverage in the BOC. It is possible to develop a proper distinction between this course and the BOC.

c. A third course, corresponding to the present CWC and perhaps three weeks in duration, should cover on an area or specific country basis the current manifestations of Communist action against the free world, and assess the capabilities, vulnerabilities, and probable courses of action of parties throughout the world. This would presuppose an adequate theoretical and factual background on the part of the student.

d. An Anti-Communist Operations course or courses. Largely the course as presently offered, with perhaps some modifications in coverage of local peculiarities affecting counter-Communist activities. There should be some study of the possible need for additional types and levels of instruction in this field.

e. Advanced or specialized seminars on specific problems. This will require careful thought and planning, but action toward such development should be started, with particular attention to PP interests. Special projects, such as tutorial training and training of foreign nationals here and abroad, presumably will continue.

Courses a, b, c, and, in part, e, would constitute informational training; courses d, and in part, e, would be operational training.

5. The question naturally arises, have we the capability of developing and offering such a curriculum? I believe the answer is definitely affirmative. OTR now has at least ten instructors, and possibly twelve or more, who could contribute directly and effectively to such a program, and occasional participation by other Agency or outside experts could round out any additional capability that might be required. It is recognized that no T/O increases are to be expected. On the other hand, to bring about such an expansion in offerings without a T/O increase will require the most effective possible use of present instructors. Administrative arrangements, therefore, are the key to success in this proposal.

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6. In considering administrative arrangements we have a number of alternatives. Underlying them are two major assumptions:

- a. That the only realistic distinction among courses which should affect their administrative location and handling is one of fundamental purpose--informational training about, or operational training against, Communism and Communist Parties.
- b. That responsibility for the substantive content of instruction in each of these two categories should rest in one person, and that these two Chief Instructors should work very closely together.

If these assumptions are granted, the first action step should be designation of two Chief Instructors, one to be located in the Operations School with responsibility over the ACO course and such others of a related nature as may be developed; and one in either Basic or Intelligence, with responsibility over the informational courses mentioned in paragraph 4 above. In the Operations School the Chief Instructor can exercise both substantive and administrative control over his courses and the instructors involved without affecting any accustomed pattern of operation. The problems lie on the other side. Here we should take into account such matters as: the present distribution of instructors between the schools; the capabilities and present use being made of instructors, many of whom teach other subjects as well as Communism; the respective School charters; the wishes and interests of individuals concerned; and the long-range implications of any action we may take. Among the obvious alternatives appear to be:

- a. Assignment of courses and instructors to the Intelligence School as an integrated curriculum and faculty group serving the whole Agency. Such a complete assignment would increase the size of the Intelligence School (though not in relation to its fundamental mission), but would weaken the Basic School in a number of important respects; would not be in accord with our School charters; and would involve transfer of most of the instructors concerned from one jurisdiction to another with possibly adverse reactions (about three-fourths of the instructors who would figure in such a program are in Basic School).
- b. Assignment of courses and instructors to the Basic School as a similarly integrated program. This would have the practical effect of shifting one course out of Intelligence School, but would accord more nearly with the common-concern function assigned to the Basic School; would permit continued full use of instructors who contribute to subjects other than Communism; and would involve transfer of the minimum number of persons.

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c. A compromise arrangement, under which:

(1) the Chief Instructor might be in either School, with supervision only over subject-matter of the curriculum;

(2) courses would be apportioned between Schools, e.g., two in Basic School, two in Intelligence School;

(3) instructors would be left in present assignments for administrative purposes, and used in courses wherever required and as decided by the Chief Instructor and the School Chiefs. This arrangement would be somewhat contrived, at best, and would ignore some serious questions of organizational logic, but it could be made to work.

d. Establishment of a fifth School, under which the foregoing courses could be grouped. Such a School, concerning itself with the theory and practice of World Communism from both informational and operational points of view, could be justified on such grounds as: supplying needed cohesion for closely related courses; serving as a basis for further development of a type of training unique not only in Washington but among academic institutions as well; providing a solid structure in which to develop the full potential of individuals involved in the program; etc. However, we feel that the advantages which might be claimed for such a separate School can be realized just as well under the existing School framework, without incurring the obvious disadvantages which the creation of an additional component would involve.

7. I recommend Alternative b for your consideration and for adoption by OTR. Organizational arrangements are the key to success in meeting the need for training concerning Communism. We have the instructors and the skills to meet the Agency's needs more fully than at present. Our success in using them effectively over the long term will be in proportion to the effectiveness with which they are mobilized and fitted together. I feel that to pull together the informational levels of training in the Basic School, and the operational levels in the Operations School, will be consistent with standing assignments within OTR; will in the long run make best use of the available instructors; and will provide the best insurance against gaps and/or duplication as the content of courses gradually changes. I feel that these long-term advantages clearly outweigh the short-term disadvantages.

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Chief, Basic School